

USING POWER STRATEGY TO IMPROVE STUDENTS' WRITING SKILL IN RECOUNT TEXT

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ABSTRACT

The objective of this research is to find out whether there is an effect of POWER strategy to improve students' writing skill in recount text at the second grade students of SMP Negeri 2 Palu or not. The researcher applied quasi-experimental research design with 56 students as the sample. The samples of this research were VIII F as experimental group and VIII G as control group selected by using purposive sampling technique. The instrument of the data collection is a test divided into pretest and posttest. The data gathered were analyzed statistically. The result of the data analysis shows that there is a significant difference of the students achievement before and after the treatments. It is proven by looking at the mean score of both tests where the mean score of experimental group is significantly improved from 36.11 to 70.23. Meanwhile, control group mean score is improved 37.30 to 56.74. Based on the result of the pretest and the posttest, the researcher found that the t_{counted} value (6.01) is higher than the t_{table} value (1.59). It means that the hypothesis of this research is accepted. In other words, the use of POWER strategy can improve the writing skill at the second grade students of SMP Negeri 2 Palu

Keywords: Improving, Writing Skill, POWER Strategy, Recount Text

Tujuan dari penelitian ini adalah untuk mengetahui apakah POWER strategi dapat meningkatkan keterampilan menulis teks recount kepada siswa kelas dua di SMP Negeri 2 Palu atau tidak. Peneliti menerapkan desain penelitian quasi-experimental dengan 56 siswa sebagai sampel. Sampel dari penelitian ini yaitu VIII F sebagai kelompok eksperimen dan VIII G sebagai kelompok kontrol yang dipilih dengan menggunakan teknik purposive sampling. Instrumen pengumpulan data yaitu tes yang dibagi menjadi pretest dan posttest. Data yang dikumpul dianalisis secara statistik. Hasil dari analisis data menunjukkan bahwa terdapat perbedaan yang signifikan dari prestasi siswa sebelum dan sesudah perlakuan. Dapat dibuktikan dengan melihat nilai rata-rata dari kedua hasil test di mana nilai rata-rata dari kelompok eksperimen meningkat secara signifikan dari 36.11 menjadi 70.23. Sementara itu, nilai rata-rata kelompok kontrol meningkat dari 37.30 menjadi 56.74. Berdasarkan hasil dari pretest dan posttest, peneliti menemukan nilai t_{counted} (6.01) lebih tinggi dibandingkan dengan nilai t_{table} (1.59). Itu berarti hipotesis penelitian diterima. Dengan kata lain, penggunaan POWER strategi meningkatkan kemampuan menulis pada siswa kelas dua di SMP Negeri 2 Palu.

Kata kunci: Meningkatkan, Kemampuan Menulis, POWER Strategi, Teks Recount.

INTRODUCTION

In Indonesia, English is implemented as a foreign language because it becomes a subject that should be learnt by the students. Students should learn four English language skills. They are listening, speaking, reading, and writing. Listening and reading are categorized as receptive skills while speaking and reading are categorized as productive skills.

Writing is the expression of ideas in the form of letters, symbols, or words. Fazel & Ahmadi (2011:747) describe, "Writing is a mode of learning, a facility which gives students power

to create meaning to affect those with whom they share their writing." In addition, Khanalizadeh & Allami (2012:334) state, "Writing can also be seen as a cognitive process which emphasizes the mental operations that a writer goes through when composing." In other words, writing is the process of expressing ideas, feelings, thoughts, and experiences of the writer using knowledge of structure and vocabulary to combine writer's ideas in order to communicate with the readers.

Writing is a complex domain to learn and teach because it requires many skills. Before doing and making good writing, a writer needs to gather much information by listening to other people, doing discussion with another, and

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reading more books. The purpose of writing is to give information or input to the readers. That is why the writer should create their writing clearly in order to make the readers easily understand it. Before doing this, the writer needs to determine what to write, it should have something meaningful to convey. It can be defined that writing should be our habit so that we can write fluently and expressively just like in spoken form.

Components of writing become the important things to students who want to master writing skill. There are some components in writing that a good writer should master, such as organization, grammar, mechanics, content, and vocabulary. In this research, the researcher only focused on grammar, content, and mechanics. Thus, the students should be able to write a paragraph with correct grammar, content, and mechanics.

A paragraph is a sequence of related sentences that develop a single main idea. The main idea is simply what the paragraph is about, and may be stated in a topic sentence which occurs in the beginning of the paragraph. Oshima & Hogue (2007:2) state, "The number of sentences of the paragraph is unimportant as long as it can develop the main idea clearly." On the other hand, Zemach & Islam (2005:9) argue, "A paragraph is a group of about six to twelve sentences about one topic which are related to each other. Based on the explanation above, it can be concluded that a paragraph is a group of sentences that consists of a single main idea and supported by some supporting details, aims to facilitate the reader to understand the meaning conveyed by the writer. A paragraph consists of three parts; topic sentence, supporting sentences, and concluding sentence. In this research, the researcher examined the students' skill in writing a paragraph of recount text.

There are several genres of text in writing which have main purpose. Based on the syllabus in curriculum 2013, the students of Junior High School are required to write different genres of text such as descriptive text, procedure text, narrative text, recount text, and report text. The instructional objectives of teaching writing are to understand the social function of the text, the characteristics of the text and to be able to write a short text.

Recount text is a text that is used to retell past events for the purpose of informing and entertaining. Recount as one of the factual texts

can be said as the simple text type because it can be about familiar and everyday things or events. According to Anderson (1997:48) "Recount text is a piece of text that retells past events, which are usually told in order in which they happened." Getting along with Anderson's idea, Derewianka (1990:14) states, "In a recount, we reconstruct past experience. A recount is the unfolding of a sequence of events over time. We are using language to keep the past alive and help us to interpret experience."

Hidayah (2007:14) explained that "There are three types of recount text. They are: Personal recount, factual recount, and imaginative recount." In this research, researcher only used personal recount text. Hidayah (2007) also mentioned that the generic structure of recount text are orientation, where the writer provides the background information, events, where the writer tells everything happened in chronological sequence, and reorientation, where the writer presents concluding comments. It expresses the writer's personal opinion regarding the events.

Based on the interview done by the researcher at SMPN 2 Palu, the researcher found some problems in writing recount text. First, they cannot use the correct grammar. For example, they write "*I go to my grandfather's house yesterday*" instead of "*I went to my grandfather's house yesterday*." They use simple present tense in writing a recount text. Second, they cannot express their ideas coherently, the students have some problems to find the ideas in writing, they do not know what they are going to write about. They have difficulty in developing their ideas. Last, they cannot write a paragraph with correct usage of mechanicals components. To resolve these problems, the teacher should explore and develop effective ways or strategy in teaching English, which at least can improve their ability in writing.

One way to help the students' problem in writing is by applying POWER strategy. Richard (2004:3) defines, "POWER strategy as a mnemonic strategy that helps students to write by several stages: Prepare, Organize, Write, Edit, Revise." It is supported by Fielding (2006:12) that "POWER strategy is a strategy that can give students power in writing by following the sequential stages: Prepare, Organize, Write, Edit, Rewrite in writing paragraphs, text, and an essay." Furthermore, according to the Departement of Education and Training (2007:95), "POWER strategy is a strategy to help

students organize their ideas by using a complete structure that students can understand more easily.”

Based on the explanations above, POWER strategy can be used to guide students to write effectively by following the five stages: Preparing, Organizing, Writing, Editing, and Revising. This strategy helps students start writing from making a plan, consisting of the brainstorming process. The students can write everything related to the given topic. Then, students can organize their main ideas in organizing step. Students can also write in the right way and do editing and revising before submitting their work to the teacher.

In teaching writing recount text through POWER strategy, there are some steps needed to be done. The steps are adopted from Brooks (2005).

1. The teacher introduces POWER strategy while providing the example of recount text.
2. The teacher gives a topic related to recount text to the students.
3. The teacher asks the students to write their ideas on a piece of paper.
4. The teacher asks the students to give a number of the ideas in order what they are going to write first.
5. The teacher asks the students to write based on their ideas into a paragraph.
6. The teacher asks the students to submit their first draft to the teacher for editing.
7. The teacher gives the writing back to the owner.
8. The teacher asks the students to revise their own work.
9. The teacher asks the students to write their final draft.
10. The teacher asks the students to submit their final draft.

In relation to this, the researcher is interested in carrying out the research entitled “Using POWER Strategy to Improve Students’ Writing Skill in Recount Text at SMPN 2 Palu”. The researcher formulates the problem of study as “Can the use of POWER strategy improve the eighth grade students’ writing skill in recount text at SMPN 2 Palu?”

RESEARCH METHOD

In conducting this research, the researcher used quasi-experimental research design. There were two groups; experimental group and control group. Experimental group was

given pretest, treatment by applying the POWER strategy and posttest, while control group was given pretest and posttest without treatment. The researcher used design which formulated by Cohen, Manion & Morrison (2007:283), the design can be described as follows:

Experimental	O ₁	X	O ₂
Control	O ₃		O ₄

Where:

- O₁ : the pre-test of experimental group
O₂ : the post-test of experimental group
O₃ : the pre-test of control group
O₄ : the post-test of control group
X : treatment

To conduct a research, the population is needed by every researcher. Best & Khan (2006:13) state that a population is any group of individuals that has one or more characteristics in common and that are interest to the researcher. The population of this research is the second grade students at SMP Negeri 2 Palu. The population were 291 students that divided in ten classes, the number of the students in each class can be seen in the following table:

Table 1 Distribution of population

No	Classes	Number of Students
1	VIII A	30
2	VIII B	28
3	VIII C	28
4	VIII D	29
5	VIII E	30
6	VIII F	28
7	VIII G	28
8	VIII H	30
9	VIII I	30
10	VIII J	30
Total		291 Students

In this research, the researcher applied purposive sampling technique, where a researcher selects a sample based on their knowledge about the study and population. The researcher chose two classes as the sample. The researcher chose class VIII F as experimental group and VIII G as control group. Those groups almost have the same problem in writing, especially writing recount text. The researcher used two kinds of variables, they were independent and dependent variable. The

independent variable was the use of POWER strategy, while the dependent variable was the writing skill at the second grade students of SMP Negeri 2 Palu in writing recount text.

In this research, the data were taken from the result of the tests that were given to the students before and after the treatment. There were two kinds of test, pretest and posttest that were given to the experimental group and control group in this research. The pretest was conducted to find out the students' prior knowledge in writing before they got the treatment. The posttest was conducted to find out the progress of students' writing skill after the treatment. The form of the pretest and posttest was actually in the same instruction. The treatment was conducted in six meetings. Each meeting lasted for 2 x 40 minutes. Furthermore, students' score was determined with the scale of scoring adapted from Weigle (2002:117). The criteria of scoring can be seen as follow:

2	readability. Have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.
3	Almost no errors in punctuation, capitalization and spelling, need little or no editing.

The researcher used statistics to analyze the data. It was used to analyze the result of the test instrument (pretest and posttest). The researcher used the formula proposed by Arikunto (2006:314) in calculating the individual score of the students. After computing the individual score, the researcher calculated the mean score of the students both experimental group and control group. After getting the mean score of both experimental group and control group, the researcher analyzed the square deviation score of both experimental group and control group by using formula proposed by Arikunto (2006:311). First, the researcher calculated the individual score of each student. Second, after getting the students' individual score, the researcher counted the mean score of both experimental group and control group. Third, the researcher counted the sum of square deviations of the groups. Afterward, the researcher calculated the value of t-counted to see the significant difference between the mean achievements of two groups.

FINDINGS

In presenting the data, the researcher analyzed the data taken from test. The researcher had given pretest and posttest to both experimental group and control group. Pretest was conducted in order to know the students' writing skill in recount text before they got the treatment. After the pretest, the researcher conducted the treatment by using POWER strategy in six meetings to the experimental group, and the control group was not received the treatment. After finishing six meetings of treatment, both experimental group and control group were given a posttest. The posttest was conducted in order to find out the progress of students' writing skill in recount text after the treatment. Furthermore, the purpose of posttest was to compare the result of students' achievement in writing recount text between the

Table 2 The Scoring System of the Tests

Writing component	Rating	Explanation
Grammar	0	Dominated by errors, no control of structure.
	1	Many errors, poor control of structure.
	2	Some errors, fair control of structure.
	3	Almost no errors, good control of structure.
Content	0	Do not focus on one topic, no supporting details.
	1	The main idea is there, but not developed clearly. Often use details that are repeated and may not fit the main idea.
	2	The main idea is there. Lack of details.
	3	Relevant to the topic, give the detail information, and match the purpose of recount text.
Mechanics	0	Consistent errors in punctuation, capitalization, and spelling.
	1	Frequent errors in punctuation, capitalization and spelling, impede

experimental group and the control group. There are some indicators which showed that there was an improvement in their writing. The result of pretest and posttest of experimental group is presented on table 3.

Table 3 Result of the Pretest and Posttest of Experimental group

No	Initials	Individual Score		Deviation
		Pretest	Posttest	
1	ASA	22.22	77.78	55.56
2	ARL	33.33	66.67	33.33
3	CST	33.33	66.67	33.33
4	CLR	33.33	77.78	44.44
5	DRD	0.00	33.33	33.33
6	ELH	33.33	77.78	44.44
7	FDR	44.44	77.78	33.33
8	FRD	33.33	77.78	44.44
9	FRC	55.56	66.67	11.11
10	HDY	33.33	77.78	44.44
11	HRS	44.44	88.89	44.44
12	IGM	77.78	88.89	11.11
13	JDB	22.22	22.22	0.00
14	KZP	33.33	66.67	33.33
15	LLM	44.44	66.67	22.22
16	MCF	33.33	77.78	44.44
17	MAT	77.78	88.89	11.11
18	MTF	33.33	88.89	55.56
19	MHA	22.22	66.67	44.44
20	NSP	0.00	33.33	33.33
21	NAL	33.33	77.78	44.44
22	PTS	33.33	77.78	44.44
23	RAF	33.33	55.56	22.22
24	REF	33.33	66.67	33.33
25	RSN	44.44	88.89	44.44
26	SGD	33.33	66.67	33.33
27	SFA	44.44	77.78	33.33
28	VDM	44.44	66.67	22.22
Total		1011.1	1966.67	955.55

Based on table 3, it can be seen that the highest score of the students' pretest is 77.78 obtained by one student, and the lowest score is 0 obtained by two students. By looking at the result of pretest of experimental group, most of the students are weak in writing a recount text. After getting the students' individual score on pretest, the researcher counted the students' mean score on pretest by dividing the total score by the number of students.

The highest score of students' posttest is 88.89 obtained by five students and the lowest score of students' posttest is 22.22 obtained by one student.

The result indicates that mean score of experimental group in pretest is 36.11. Furthermore, the mean score on posttest is 70.23. It means that the improvement of the result of the experimental group is 34.12. The result of the pretest and posttest of control group is presented on table 4.

Table 4 The Result of Pretest and Posttest of Control Group

No	Initials	Score		Deviation
		Pretest	Posttest	
1	ARA	44.44	66.67	22.22
2	ASM	33.33	77.78	44.44
3	ANT	11.11	11.11	0.00
4	AKA	55.56	66.67	11.11
5	AWR	55.56	66.67	11.11
6	DMC	33.33	33.33	0.00
7	DDD	55.56	66.67	11.11
8	FNQ	55.56	55.56	0.00
9	FNR	77.78	88.89	11.11
10	FAP	33.33	66.67	33.33
11	FFR	77.78	88.89	11.11
12	FJF	22.22	44.44	22.22
13	MHN	33.33	55.56	22.22
14	MHD	22.22	55.56	33.33
15	NFT	66.67	88.89	22.22
16	NKR	0.00	33.33	33.33
17	NAN	33.33	66.67	33.33
18	NAY	33.33	44.44	11.11
19	RAD	33.33	77.78	44.44
20	RFG	44.44	77.78	33.33
21	SAY	22.22	44.44	22.22
22	TTD	33.33	55.56	22.22
23	VPP	0.00	11.11	11.11
24	YPP	33.33	44.44	11.11
25	ZMH	33.33	55.56	22.22
26	ZZZ	44.44	55.56	11.11
27	EDW	33.33	66.67	33.33
28	DSE	22.22	22.22	0.00
Total		1044.44	1588.89	544.44

In calculating the students' individual score of control group, the researcher employed the same formula used in experimental group. As a result, the highest score of pretest in control group is 77.78 obtained by two students and the lowest score is 0 also obtained by two students. The highest score of posttest in control group is 88.89 obtained by three students and the lowest score of posttest in control group is 11.11 obtained by two students. After getting the students' individual score on pretest, the researcher counted the students' mean score on

pretest by dividing the number of students. The result indicates that mean score of control group is 37.30. Furthermore, the mean score on posttest is 56.74. After gathering all the data of experimental and control groups, the researcher counted the mean score of deviation and the sum of square of deviation from both groups. The researcher found that the mean deviation of experimental group is 34.12 and the sum of square deviation of the experimental group is 5167.43. Besides, the mean score deviation of control group is 19.44. and the sum of square deviation of control group is 4598.95 .

Furthermore, the researcher calculated the value of t-counted by using t-test formula to find out the significant difference of both groups. By applying the t-test formula, the researcher found that the t-counted value is 6.01.

Afterwards, the researcher compared the value of t-counted to the value of t-table in order to find out the significant difference between them. By applying $N_x + N_y - 2 = 28 + 28 - 2 = 54$ degree of freedom (df) and 0.05 level of significance of one-tailed test, the researcher found that the t-table value is 1.59. It shows that t-counted value (6.01) is higher than t-table value (1.59). It means that the hypothesis is accepted. In other words, the use of POWER strategy can give positive effect on students' writing skill at the eighth grade students of SMP Negeri 2 Palu.

DISCUSSION

The objective of this research is to prove whether POWER Strategy can improve writing skill of the eighth grade students of SMPN 2 Palu. The researcher limited this research on three writing components; grammar, content, and mechanics. The examples of recount text are used as a material to improve students' writing skill by using POWER Strategy applied by the researcher.

In this study, the researcher applied quasi-experimental research design using two groups as the research sample which are class VIII F as the experimental group and class VIII G as the control group.

Before conducting the treatments, the researcher firstly gave the pretest to the students in experimental and control groups. The researcher used written test as the instrument of this research. Based on the result of students' experimental group in pretest, the researcher found that there were two students getting the highest score. The standard score at the school is

75. The percentage of the students who got lower score than the standard score (75) is 92%. It means that only 2 students (8%) who got score more than 75. In the pretest, the researcher asked the students to write a paragraph about their childhood memories consisting of six sentences at the least. Most of the students found it hard to express and develop their ideas and they were also confused whether to use present tense or past tense.

By seeing the data percentage, the researcher concludes the students' problems before the treatment. First, the students faced some difficulties in expressing their ideas. They did not know what to write or where to begin since they had not learnt about recount text.

Second, the students found it difficult to make grammatically correct sentences; *When I am 7 years old, my sister buy me a barbie doll. I am sleep with my doll everynight.* Most of the students already knew about present verb and past verb, but they did not know when to use present form and the past form.

Third, the students ignored the mechanics of writing. The students did not care about employing punctuation, especially full stop and comma in their writing. Most of the students also disregard the use of capitalization, for instance: *when i was in elementary school i always ride a motorcycle with my friend.* Most of the students did not use capital letters at the beginning of the sentence, they wrote *I* with small letter, and they also did not put period at the end of the sentence.

In addition, there were spelling errors that were found on the students' writing text, for example in the words *famili* (family), *difficult* (difficult), *kness* (knees), *sevent* (seven) *everinih* (every night), *hapy* (happy), and *aciden* (accident).

After getting the students' problems based on the students' work in the pretest, the researcher gave treatment to the experimental group. The treatment was conducted for six meetings. At the first meeting, the researcher introduced POWER strategy to the students and explained about the social function of recount text. During the teaching and learning process, the students were active and enthusiastic in doing the task. In the end of each meeting, the researcher asked the students to write a recount text based on the topic given.

After conducting the treatment, the researcher gave posttest for both experimental and control groups. The test was at the same level

as the pretest. The students have already understood how to write recount text, they wrote the text with correct grammar, for example; *when I was ten years old, my brother taught me how to ride a bicycle*. The students also paid attention to the use of mechanics in writing, for example; *last year, my friends and I climbed a mango tree*. By seeing how the students wrote their text before the treatment, the students intended to write incoherently with some grammatical errors and they also ignored the capitalization, punctuation, and spelling while after the treatment, the students wrote in chronological order with almost no error in grammar. They already felt free to write about their experience.

The result of posttest of the experimental group is that 53% students got score more than the standard score (75). It has increased 46% from the result of the pretest score, which 8% students got higher score and 92% students got score lower than the standard score. Moreover, 21% students of the control group also got the score more than the standard score. It has increased their result of pretest for 14%. In short, students' score has increased from the pretest to the posttest. By comparing the result of pretest and posttest, the researcher concludes that the use of POWER Strategy in writing recount text is effective because there is a progress in students' score. There is also a significant progress by comparing the result of the t-counted to the t-table.

Regarding to the findings, it is also supported by both previous researchers; those are Helmi (2012) and Panjaitan (2013). In the first research, he discussed about how the students improve their ability in writing recount text through personal letter while the second research, he used POWER Strategy to improve the eleventh grade students' ability in writing a descriptive text. The recent research used POWER Strategy to improve students' ability in writing recount text. It means POWER Strategy can be used to improve students' ability in writing not only in descriptive text but also in recount text. The researcher may conclude that POWER strategy can be used as an alternative way of teaching writing recount text by applying it to teach grammar, content, and mechanics.

CONCLUSION

After collecting and analysing the data, the researcher concludes that the use of POWER Strategy can improve the eighth grade students'

writing skill in recount text at SMPN 2 Palu. The result of the data analysis indicates that the research hypothesis is accepted. It is proven by comparing the score between t-counted and t-table that the result of t-counted (6.01) is greater than t-table (1.59).

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